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Abstract

This manual provides specific suggestions for reading instructors of mature partly illiterate and illiterate students, especially disadvantaged ycuth who have nct completed high school. Proposed reading strategies are accompanied by examples cf materials suitable for each area. Techniques are cffered for diagnosing skills, as well as for teaching, reinforcement, and evaluation, in the areas of visual and auditory discrimination, vocabulary development, phonetic and structural analysis, listening, speaking, studying, and comprehension. (ly)

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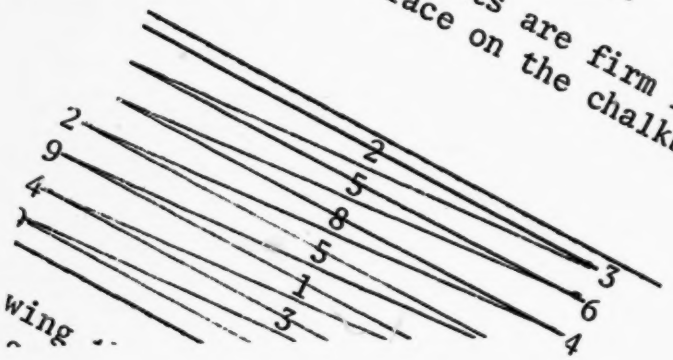
Techniques for Teaching basic reading to Out-of-School Youth

AUDITORY DISCRIMINATION



VOCABULARY DEVELOPMENT

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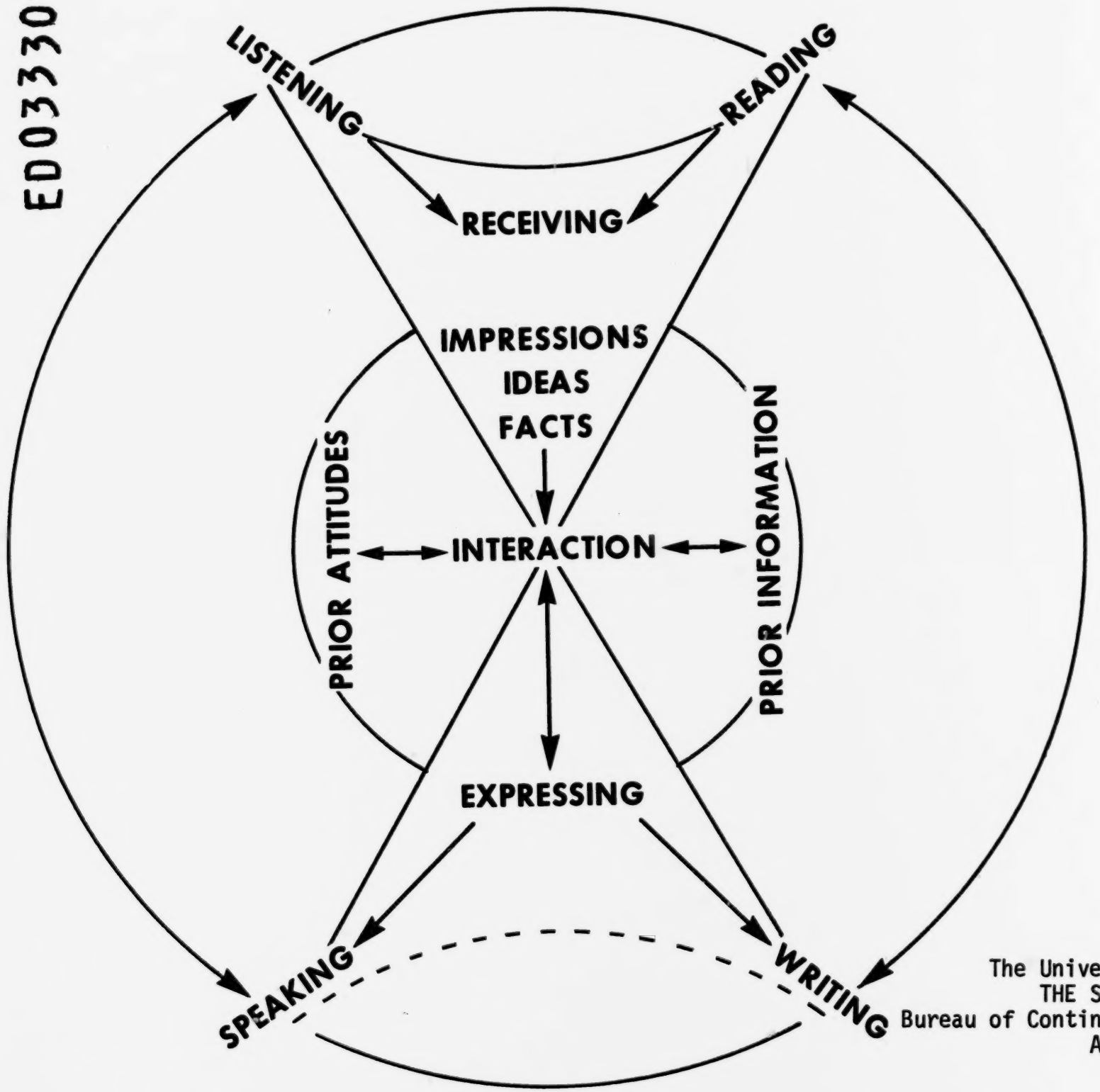

Techniques for Teaching

basic reading

to Out-of-School Youth

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Continuing Education Curriculum Development
Albany, New York 12224
1969

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FOREWORD

Techniques for Teaching Basic Reading to Out-of-School Youth is one of the component parts of a program designed to meet the educational requirements of disadvantaged youth who have not completed high school and experience severe reading problems. The purpose of the manual is to provide specific suggestions for reading instructors of mature illiterates and semi-illiterates. Proposed teaching strategies are accompanied by numerous examples of material which can be developed in the area suggested. No attempt has been made to provide complete lesson plans. Instead, a variety of suggested techniques is explained and illustrated from which the instructor may draw in constructing lesson plans designed to meet the particular needs of the students in his class. Many more techniques are suggested on these pages than will be needed for any one class since the widest choice of teaching techniques and strategies has been provided. The development and printing of this publication were funded through Title I, Elementary and Secondary Education Act.

Edna W. Minaya, formerly Chief of the Bureau of Reading Education, presently Inspector of Reading and Language Arts, Nassau, Bahamas, assisted in the planning of this publication. George Tregaskis, Coordinator of Language Arts, Guilderland Central School District, contributed original teaching techniques and reviewed the entire manuscript. Irving Wendrousky, Director of Special Services, Roosevelt Public Schools, reviewed the manuscript and assisted in adopting the techniques to the needs of the inner-city disadvantaged youth. The final manuscript was reviewed by Rosemary Wilson, formerly Assistant Director of Reading, Philadelphia, Pennsylvania Public Schools.

Special appreciation is expressed to Jane B. Algozzine, Chief, Bureau of Reading Education who offered many helpful suggestions, and Virginia B. Fransecky, Associate, Bureau of Reading Education who carefully reviewed the final manuscript making valuable suggestions for the final draft. William B. Hemmer, Associate of this Bureau, coordinated the project and prepared the manuscript for publication.

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CONTENTS

	Page
Foreword	iii
Introduction	1
Skill Area 1: Visual Discrimination	2
Recognizing Letters	2
Left to Right Sequence	6
Skill Area 2: Auditory Discrimination	8
Hearing Easily Recognized Letter Sounds and Combination of Sounds	8
Rhyming Words	10
Skill Area 3: Vocabulary Development	12
Recognition of Basic Sight Vocabulary	12
Context Clues to Unknown Words	14
Context Clues to Multiple Meaning Words	16
Homographs	18
Skill Area 4: Phonetic Analysis	19
Consonant Digraphs	19
Substitution of Beginning Consonant Sounds	20
Vowel Sounds	22
Effect of R, L, and W on Vowel Sounds	24
Vowel Generalizations	26
Syllabication	28
Skill Area 5: Structural Analysis	30
Root Words	30
Prefixes	32
Contractions	33
Compounds	34
Skill Area 6: Listening, Speaking, and Comprehending	35
Fact and Opinion	35
Retelling a Story	36
Phrasing	38
Main Ideas	40
Main Ideas and Supporting Details	42
Skill Area 7: Studying	44
Following Directions	44
Alphabetizing	46
Use of the Dictionary	48
Use of the Card Catalog	51
Charts, Graphs, and Tables	52
Use of the Telephone Directory	55
Interpreting Captions	56
Test Taking Skills	58

INTRODUCTION

In this publication are suggested activities for diagnosis of skill proficiencies and instructional techniques in the areas of visual and auditory discrimination; vocabulary development; phonetic and structural analysis; listening, speaking and comprehension; and studying. This sequence of major topics is recommended for the program of instruction and the outline used reflects the relationship of the skills to each other. The teacher should understand, however, that many of these skills should be taught in relation to each other. For example, phonetic and structural analysis should be developed concurrently.

For each of the topics within the seven skill areas the teacher will find suggested techniques appropriate for (1) diagnosing, (2) teaching, (3) reinforcing, and (4) evaluating. This four-step strategy is recommended to the teacher in planning his lessons for each of the skills needed by his students.

The teacher will find additional help and suggestions in the Department publications entitled *Teaching Adult Reading* and *Teaching Adult Basic Reading* which suggest course content, reading skills to be mastered, specific methods of instruction, diagnostic techniques, teaching and testing materials, and classroom record forms for use in evaluating student progress. These publications are designed to assist teachers of mature students with varying levels of reading ability.

These teaching procedures, in nontechnical language, will provide aid for teachers with no formal training in reading instruction, and will give even the well-trained reading specialist a wealth of ideas from which to draw. The teaching techniques presented in this publication are designed to appeal to young adults. Teachers must be resourceful in organizing their instruction in a manner which appeals to youth who may have been alienated by poor teaching in the past. The availability of commercially prepared materials should not determine how these youths are taught. The material presented here is designed to suggest a variety of techniques from which teachers can draw when planning their own classes.

The teacher should not regard this material as lesson plans, but rather as samples of teaching techniques which he may wish to incorporate into his teaching. The teacher may devise learning procedures for his students by multiplying examples given in this publication to produce diagnostic tests, student worksheets, practice exercises, and evaluative techniques. To adapt teaching materials to the needs of his students, the teacher will want to design his lessons around the most pertinent exercise, selected after appropriate diagnostic testing of his students.

Materials are provided to design reading instruction for completely illiterate groups. Teachers whose students already have attained a limited literacy will not need to teach some of the most basic skills. Likewise, only teachers whose students display considerable competence in reading will find it profitable to give instruction in such relatively sophisticated abilities as using the library card catalog. Thus, each teacher is expected to use those suggested teaching techniques which are most suited for meeting the needs of the students in his class.

VISUAL DISCRIMINATION: Recognizing Letters

Learning Objectives: To recognize capital and small letters in both printed and handwritten form

(These teaching activities might also be used to teach the recognition of punctuation marks and numbers.)

DIAGNOSING THE STUDENTS' NEEDS

Basic level

Supply each student with a worksheet similar to the following:

1.	B	P	D	R	S	J
2.	E	F	L	I	K	M
3.	Q	R	O	S	P	B
4.	V	W	X	Y	A	Z
5.	F	T	J	K	P	B

Show a card on which an *S* has been printed and instruct the students to find the letter in row 1 of their worksheet and to circle it. Continue with the cards and show letters from rows one, two, three, etc. to determine which students are experiencing difficulty in matching the letters. Repeat the process with lower case letters.

Show flash cards on which the letters of the alphabet have been printed. Identify those students who do not immediately respond with the correct name of the letter.

Present a few letters at a time so that students may master one group before going on to another. Give a different letter to each of five students. Display a copy of one of the letters. Say: "This is the letter *o*. If you have the letter *o*,

TEACHING TECHNIQUES

Basic level

Show the alphabet in both printed and written form. Show that some capital and small letter forms are similar (*S*, *s* and *O*, *o*) and that some are different (*A*, *a* and *D*, *d*). Discuss the fact that the basic building blocks of written language are letters and that a knowledge of their names is an essential skill for reading and writing.

For letters being studied, prepare a worksheet similar to the following sample on which students circle the letter that matches the letter in the left column.

T	E	T	F	T
M	N	W	M	M

An hour after the lesson has been completed repeat the process of identifying specific letters to determine which students have retained the letter forms. Repeat this process at the next session. Reteach as necessary.

Illustrate how all manuscript letters are made from lines (straight and slanted) and circles (whole and half).

Be sure that students know how to correctly form (print) both capital and small letters. Ask students to complete work sheets where parts of a key letter are missing and must be supplied.

DIAGNOSING THE STUDENTS' NEEDS

place your card under mine in the pocket chart." Continue to ask each succeeding student to name the letters that have already been placed in the chart.

This activity should include identification of both capital and small letters and matching of the capital and small letters. To conclude, ask for a student who can choose a *capital O* and then a *small o* from the pockets on the chart.

Display a letter. Ask the name of the letter. Tell students to trace the letter and to say its name each time it is traced. Ask students if this letter is in their names. Ask students to find the letter on a picture-word chart provided for that purpose.

Provide facsimiles of traffic signs, newspapers and magazine titles, radio and television call letters, and names of local streets. Ask students to locate and name specific letters. Ask students to write specific letters as they are named.

Give each student two sets of cards that show the same five letters. Ask that he say the letters and match the cards. Students continue this practice by matching capital and small letters.

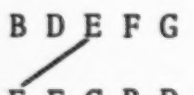
Write letters on the chalkboard in random order. Suggest that as a student traces and names a letter, he erase it.

TEACHING TECHNIQUES

Sample:

Ask students to connect (with straight lines) letters in the top line with their match in the bottom line.

Sample:



Prepare a worksheet and an individual card with five letters the student needs to learn. Flash the letters, and ask the student to name and then to encircle them on his worksheet.

Ask students to find and encircle certain letters every time they appear in a newspaper article or on a worksheet.

VISUAL DISCRIMINATION: Recognizing Letters

DIAGNOSING THE STUDENTS' NEEDS

Primary level

Using small handwritten letters on one side of a card and capital letters on the other, students make their own set of alphabet cards. These are kept in alphabetical order.

The instructor shows a card from his set of letters in alphabetic order as students pick the same letter from their set and at a given signal, show their choice. They then replace their cards alphabetically, before going on to the next card shown by the instructor.

TEACHING TECHNIQUES

Students have difficulty in this area may be given additional worksheets to complete by tracing.

With more severe cases, the Fernald Keller Kinesthetic-Tactile Method may be used. (See *Teaching Adult Basic Reading*, page 30).

Primary level

Illustrate how a great deal of handwriting is printing "joined together."

Show pairs of handwritten letters on flash cards and ask students to use "yes-no" multiple response cards; the "yes" card if the pairs of letters are alike; the "no" card if the letters are different.

Using workbooks assign specific pages designed for recognition of handwritten letter forms.

Ask individual students to match handwritten letters in a scrambled pack of individual letters.

Ask students to complete the following worksheet by filling in the 3 blank spaces with small printed and capital handwritten forms.

Sample:

A a *a* *a* B b *b* *B*
C c *c* *C* D d *d* *D*

Ask students to locate and underline all the words of a given paragraph that contain a designated letter. Words that contain the letter twice are to be underlined twice.

TEACHING TECHNIQUES

Emphasize the importance of letter discrimination by citing the following possible errors:

- He hid in the bark (dark).
- She will get a fan (tan).
- Run when you make a hat (hit).

Emphasize that an ability to recognize words printed in all small letters, or all capital letters, or a mixture of both is an essential reading skill. Demonstrate this by drawing the students' attention to these various uses in:

- Traffic signs (all capital letters)
- 1040A tax forms (mixed letters)
- Editorials (first letter capitalized to emphasize selected words)
- Advertisements (all small, all capitals, and unusual mixtures)
- Book titles (mixture)
- Simple narration (standard mixture according to rules of English composition)

VISUAL DISCRIMINATION: Left to Right Sequence

Learning Objectives: To develop the habit of reading from left to right across each line of print beginning at the top line

DIAGNOSING THE STUDENTS' NEEDS

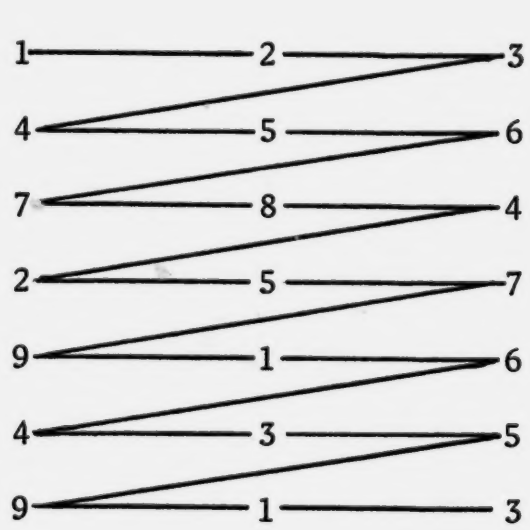
Present a picture story on two facing pages. Ask the student to tell the story. Observe the sequence he uses in telling to determine whether he knows the common left to right practice in presenting a sequence. Notice whether he moves from top to bottom of the left hand page and then top to bottom of right hand page.

TEACHING TECHNIQUES

Demonstrate the usual order of arrangement in presenting a picture story, as in a comic book. Cut a page from a comic strip or a comic book into separate pictures. Display them out of order. Ask the students to tell the story in the order displayed, beginning at the left and moving to the right. Let them re-arrange the order of the pictures so that they will tell the story in logical order.

Be sure that students are firm in their knowledge of left and right. Place on the chalkboard a left-right diagram.

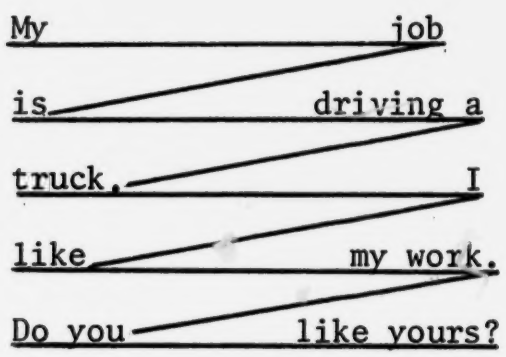
Sample:



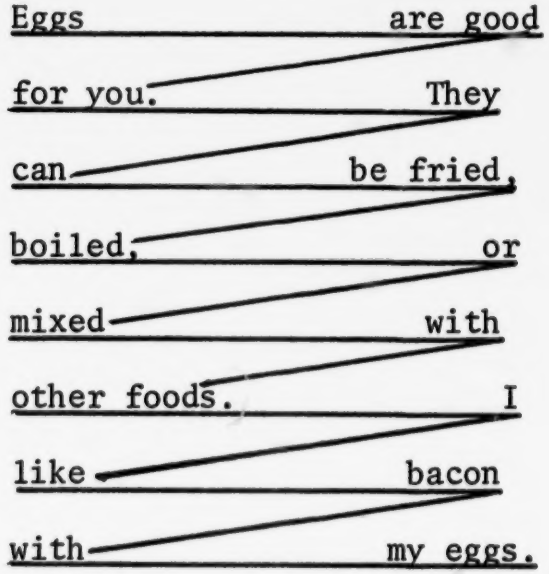
Following the normal left-to-right and return-sweep reading pattern of the eye, ask students to join you in calling the numbers. At first it is helpful if the instructor points to the numbers as he calls them.

When the pattern is fairly well established, words and phrases may be substituted for numbers.

TEACHING TECHNIQUES



It may be necessary to provide similar practice in sweeping the eyes from one page to the next.



For advanced students, controlled readers and filmstrips such as those produced by E.D.L. and Psychotechnics may be beneficial in establishing proper eye movements. At this stage of instruction, the controlled readers should be operated at minimum speed.

Provide worksheets for students experiencing a left-to-right pattern.

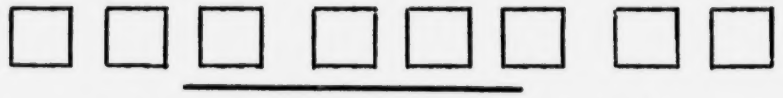
TEACHING TECHNIQUES

Sample:

Directions: Moving from left to right, put an X in each empty dot. Stop at my signal.

0 0 0 0 0 0 0 0 0

Moving from left-to-right, put a ✓ in each empty square.



Short stories prepared on transparencies may, with the use of the overhead projector, be revealed one line at a time.

AUDITORY DISCRIMINATION: Hearing Easily Recognized Letter Sounds and Combinations of Sounds

Learning Objectives: To recognize differences between the sounds of whole words; to recognize letter sounds at the beginning, middle, and end of words; and to hear and recognize endings such as ed, ing, and s.

Introduce this topic by asking students to answer the following questions:

- What would happen if your boss sent you for a stick, and you came back with a pick?
- How would you feel if your boss gave you seven dollars a day when you heard him say eleven dollars?
- How would you feel if you told your daughter to broil the hamburger meat and she boiled it?

DIAGNOSING THE STUDENTS' NEEDS

Students take form one of Wepman's *Test of Auditory Discrimination (Hearing Sounds Accurately)* or a teacher-made test that shows the student's knowledge of:

- Whole words.
  Sample: Indicate when you hear the word that is the same as the first word I say.
  tree pot ring *tree*

- Initial consonant sounds.
  Sample: Indicate when you hear the word that begins with the same sound as boot.
  hook look *book* took

- Sounds that blend.
  Sample: Indicate when you hear the word that begins with the same sound as cream.
  sleek *creek* speak freak

- Final consonant sounds.
  Sample: Say the word that ends with the same sound as rug.
  bun *bug* but bus

TEACHING TECHNIQUES

After listening to three words pronounced, two of which are the same, (*come, play, come*), students tell which word is the same as the first. Later words are used which are closer in sound, (*tame, dame, tame*).

After listening to the sounds at the beginning of such words as, (*bird, band,* and *box*), students contribute other words that begin with this sound.

After listening to a group of words, (*plan, please, pluck*), which have the same consonant blend, students contribute other words which begin with this sound. Note: A consonant sound is any letter sound except the sounds of *a, e, i, o, u.*

After listening to a group of words, (*tub, scrub, rub*), which have the same sound at the end, students contribute other words which end with this sound.

After listening to a group of words, (*bullet, miller, taller*), which have the same consonant sound in the middle, students contribute other words which have the same medial consonant sound.

DIAGNOSING THE STUDENTS' NEEDS

- Middle consonant sounds.
  Sample: Say the word that has the same consonant sound in the middle as pebble.
  hand *habit* holiday bottle

- Added endings.
  Sample: Tell me when you hear a word that ends with the same sound as drinking.
  colored trips paper *writing*

If the student fails to accomplish any one of these specific tasks, choose an appropriate activity and teach this specific skill.

TEACHING TECHNIQUES

After listening to a group of words, (*running, playing, flying*), which have the same added endings, students contribute other words which end with the same sound.

Students tell whether they hear the *t* sound at the beginning, middle, or end of words.

Sample:

top - beginning
plot - end
filter - middle

AUDITORY DISCRIMINATION: Rhyming Words

Learning Objective: To recognize sounds which rhyme

DIAGNOSING THE STUDENTS' NEEDS

Basic level

Give students a "yes" response card.

Say: "Listen to these words. When you hear a word that ends like the first word, hold up your "yes" card. Try this sample: Which word ends like *name*? Is it *dog*, *same*, or *beat*?" Check responses. Continue with such word groupings as:

sing:	sky	thing	fly
road:	shine	load	flood
hip:	bad	dad	slip

TEACHING TECHNIQUES

Basic level

Write the word *thing* on the board. Underline the ing part of the word and say that it "says" *ing*. Ask for other words in which *ing* can be heard such as *sing*, *fling*, *ring*, *bring*. Students should realize that when words have the same end sound, they are said to rhyme.

Present additional rhyming words. Students respond with "yes-no" cards indicating whether or not the words rhyme. The following pairs of words may be mixed with other words to evaluate learning skills:

come-some	look-book
pin-win	bake-cake
fan-pan	kind-mind
hot-pot	pool-tool

As on oral activity, ask students to complete rhyming lines.

Here's the steeple
And the _____. (people)
If you are late
We'll have to _____. (wait)

Show pairs of pictures of objects, the names of which rhyme or do not rhyme. Students respond with "yes-no" cards.

Ask students to suggest words that rhyme with words given to them. Chart results.
Sample: to, two, too, Sue, few, shoe, cue.

Ask students to hold up cards whenever they hear a word that does not rhyme with the first spoken word.
Sample: go, snow, blow, *rope*

DIAGNOSING THE STUDENTS' NEEDS

Primary level

Use test 9, "Rhyming Sounds," of *The Developmental Reading Test* by Bond, Clymer and Hoyt, published by Lyons and Carnahan, Wilkes-Barre (1955).

TEACHING TECHNIQUES

Primary level

Show how the ability to rhyme aids in attacking unknown words by demonstrating that the pronunciation of such words as *true*, *die*, and *dust* can be decoded if such common words as *blue*, *pie*, and *must* are known.

Say a key word like *match*. Follow by saying two other words (A and B), one of which rhymes with the key word. Having numbered their papers 1 through 20, students respond by writing either A or B to indicate the rhyming word.

Sample:

Key word: grain
A: fail
B: pain

Correct response is B since *pain* rhymes with *grain*.

VOCABULARY DEVELOPMENT: Recognition of Basic Sight Vocabulary

Learning Objective: To recognize common words at sight

DIAGNOSING THE STUDENTS' NEEDS

Administer Dolch's *Basic Sight Word Test*, Botel's *Word Opposites Test*, or a similar test devised by the instructor.

Sample:

Select and underline the word in the group beneath the sentence which has the opposite meaning of the underlined word.

The milk is cool.
blue, cold, warm

The boy is big.
little, large, tall

Plan to use the "learning rate test" in *Teaching Adult Basic Reading*, (pp. 13, 14) to determine how many words a student can probably learn during one session.

TEACHING TECHNIQUES

Stress that ten words make up 25 percent of all words used in ordinary writing.

a	of	and	the	be
to	I	we	in	you

Thirty-eight words added to the above list accounts for 50 percent of all running words in ordinary writing.

all	get	me	very	are
go	my	was	as	good
not	when	at	had	on
with	been	have	one	will
but	he	our	would	can
if	put	your	do	is
that	yours	for	it	this
from	letter	time		

(See *Teaching Adult Basic Reading*, p. 12)

Use Dolch's *Popper Flash Cards*, sets one and two. Ask students to supply a sentence using the exposed word in context.

On the chalkboard list the following:
often, small, none, quick, another.
Ask students which word means
not one, little, one more, fast, many times.

Using flash cards, the overhead projector, or the chalkboard, show words individually and tell what the word is. Discuss and illustrate each word's meaning with pictures whenever possible. Ask the students for oral sentences that show understanding. Point to the word each time it is used.

Assign pairs of students to drill one another with flash cards. Words should be practiced until students can make identifications quickly.

TEACHING TECHNIQUES

Pass out an answer sheet similar to the following:

1.	cup	can	cap
2.	big	dig	pig
3.	had	has	have

Ask students to underline can in row 1, dig in row 2, have in row 3.

Prepare previously-taught words on large flash cards. Prepare a series of sentences on a chart or on the chalkboard with the previously taught words missing. Ask students to choose the proper word to fill the blanks in each sentence. Discuss words, sentences, and meanings. Reteach if necessary. Students should keep a record of the words they learn.

Provide students with multiple response cards. (See *Teaching Adult Basic Reading*, p. 24). Show words that have been studied on flash cards. If students show confusion, reteach words.

Proceed with the personal inventory vocabulary in *Teaching Adult Basic Reading*, (pp. 21-22). Write any word the student wants to learn on index cards. Review periodically.

Ask students a series of oral questions leaving out one word in each sentence. In place of the missing word display a flash card showing a previously taught sight word. Students use "yes-no" response cards to indicate recognition and comprehension of the words.

Sample:
Words: *hot* *fare* *store*

TEACHING TECHNIQUES

Questions:
- Is it_____in summer?
- Bus_____is fifteen cents.
- We buy milk at the_____.

Ask students to complete a worksheet of simple "yes-no" questions such as the following:

- Do girls like mice?_____
- Can you ride a bus?_____
- Is the sun hot?_____

Ask students to complete a worksheet of sentences containing words which are often confused.

- Please come away_____the door.
  (of, from, for)
- The dress looked nice on_____.
  (her, here, hear)
- We_____there when it happened.
  (where, wear, were)

VOCABULARY DEVELOPMENT: Context Clues to Unknown Words

Learning Objective: To develop ability to recognize unknown words by using surrounding words

DIAGNOSING THE STUDENTS' NEEDS

Administer a multiple choice test containing such items as the following:

- Bob spilled some (paint, pictures, paper) out of his bucket.
- Be sure to use the right size (finger, idea, wrench) to loosen that nut.

Note which students experience difficulty with this task.

TEACHING TECHNIQUES

The teacher should read the following sentences and challenge students to fill in the blanks on their papers with an appropriate word. Students should note that their choice must begin with the initial sound provided.

Samples:

- When my car stopped, I looked at the fuel gauge and saw that I was out of g_ _.
- Most women now go to the h_ _ _ _ _ _ _ to have their babies.
- When my father learned that smoking is bad for one's health, he gave up c_ _ _ _ _ _ _ _.

Suggest to the reader that in a sentence like the last, he can determine whether the unknown word is cigars or cigarettes by noting the length of the word.

Demonstrate, in the following manner, how the words preceding and following an unknown word can assist in recognizing the unknown word.

Sample:

Ask students to supply the missing word in the sentences below:

- The cowboy jumped on his h_____and rode away.
- I must nail these two boards together. Please bring my h_____.
- For extra beauty a lady may add r_____to her cheeks.

Ask the student to look at the sentences and locate any word which does not seem to fit the meaning of the whole sentence.

- I like to stand in my favorite chair and read a book.
- The tree stump in the middle of the driveway must be remodeled.

TEACHING TECHNIQUES

- Every person riding in a boat should wear a life preventer.

Ask students to complete worksheets containing vocabulary items:

- Glass should be handled carefully because it is fragile.
  Fragile means: a. pretty b. old c. easily broken
- Poor brakes on a car should be fixed because they are a hazard.
  Hazard means: a. a dangerous thing b. an expensive thing c. a thing which could make noise.
- If you have a headache, you should take an aspirin.
  Aspirin means: a. a pill b. a trip c. a job

Have the students read sentences with the following types of content clues:

- Definition: *Conifers*, or cone-bearing evergreen trees, do not lose their needles in the winter.
- Explanatory Modifier: A *microscope*, which is an instrument that makes small objects look larger, is used to study tiny plants.
- Restatement: You can buy government bonds on a *payroll deduction plan*. In other words, your employer will buy the bonds for you with money from your paycheck.
- Inference: The pilot knew nothing about *navigation*. He had never been taught to read maps or use a compass.

Have the students find the parts of each item which tell them what the italicized words mean.

VOCABULARY DEVELOPMENT: Context Clues to Multiple Meaning Words

Learning Objective: To use context to determine the appropriate meaning of a word which has multiple meanings

DIAGNOSING THE STUDENTS' NEEDS

Present students with several definitions of the word run. Then have students read sentences using different meanings of run. Ask them to place the letter of the definition which fits each sentence before that sentence.

Sample:
run: (a) function correctly (b) a place where stitches dropped (c) spread (d) stretch or extend

(d) 1. Shelves *run* along that wall.
(b) 2. She has a *run* in her stocking.
(c) 3. The dye in my new dress may *run*.

TEACHING TECHNIQUES

Have students work in pairs to look up the definitions of the word *run*.

They may illustrate as many definitions as they can in original sentences. This type of exercise will require practice.

Prepare sentences similar to those in the section under diagnosis. These sentences may be written on the chalkboard. Present several definitions of each word used. Ask students to match each sentence with the correct definition of the underlined word.

Discuss with students their reactions to the sentences below. Would they be pleased or displeased if one of the statements were addressed to them?

- The teacher says you are at the *head* of the class.
- Your employer says he will *foot* the bill for your tools.
- A fellow worker says he will give you a *hand*.
- Your son gives you a lot of *lip*.

At the primary level, ask for alternate meanings for the words under discussion.

Use sentences like the following:
- It was a *compact* car.
- Her *compact* was in her handbag.

Ask students to reread the sentences and to use the correct definition of the word in the place of the underlined words.

Sample:
It was a *small* car.
Her *box of powder* was in her handbag.

TEACHING TECHNIQUES

Present pairs of sentences with words of multiple meaning underlined. Ask students to define the words from context.

Samples:

- He came to a <u>fork</u> in the road.
- A <u>fork</u> was on the table.
- I will <u>show</u> you my new book.
- We had fun at the <u>show</u>.
- He <u>drew</u> a lovely picture.
- The meeting <u>drew</u> a large crowd.

Establish the idea that context determines word meaning. Use selected workbook pages for practice.

VOCABULARY DEVELOPMENT: Homographs

SKILL AREA 3

Learning Objective: To recognize homographs (words that are spelled alike but have different pronunciations and different meanings)

DIAGNOSING THE STUDENTS' NEEDS

Basic level

Distribute worksheets containing sentences using one syllable homographs. Ask students to say the *italicized* words. Do this individually with each student.

Samples:

- Yesterday I *read* a book.
- I will *wind* my watch.
- *Lead* the dog home.
- Tom *lives* here.
- The trees swayed in the *wind*.
- The *lives* of many brave men were lost.
- The pipe was made of *lead*.

Primary level

Distribute worksheets containing sentences using homographs of more than one syllable. Ask the students to say the italicized word in each sentence.

Samples:

- He threw the *object* out the door.
- I like my birthday *present*.
- He lives in a housing *project*.
- Don't *object* if he disagrees with you.
- They *project* pictures on the screen.
- *Present* your check at the window for cashing.

TEACHING TECHNIQUES

Basic level

Homographs are words that are spelled alike but have different pronunciations and different meanings. Show how the wrong pronunciation of homographs may lead to misunderstanding.

Explain that homographs may be determined only by looking at the sentence in which they are found. Provide practice by using sentences containing one syllable homographs.

Have the students bring in examples of homographs they have found in their outside reading.

Primary level

Use basic level instructional techniques. Homographs with two or more syllables should be used.

PHONETIC ANALYSIS: Consonant Digraphs

SKILL AREA 4

Learning Objectives: To recognize combinations of consonants that have single sounds; to use them in attacking unknown words

DIAGNOSING THE STUDENTS' NEEDS

Administer individual tests:

Sample:

- Show the student the word *pig*. Pronounce it aloud. Ask him to pronounce the following unfamiliar words which contain initial digraphs:
  chig shig thig phig whig
- Show the student the word *mit*. Pronounce it aloud.
- Ask the student to pronounce the following unfamiliar words which contain final digraphs:
  mish miph mith ming

TEACHING TECHNIQUES

Explain that some of the basic sound units of the English language are represented in print by pairs of consonants. Further, emphasize the fact that the pronunciation of digraphs is unlike the separate letter sound of either consonant.

Samples:

The *c*, used to represent the initial sound in *cat*, and the *h*, used to represent the initial sound in *hat*, when combined do not have these sounds in the word *chin*.

Present the following digraphs and demonstrate their sounds:

- ch as in chime
- sh as in ship
- th as in thin
- th as in there
- wh as in whistle
- ph as in physician
- ng as in sing

Review the words from Dolch's "Basic Vocabulary List" (*Teaching Adult Basic Reading*, p. 12) which contain consonant digraphs.

Ask the students for words that contain digraphs. Using charts, chalkboard, or overhead projector, list the students' answers.

Show how the recognition of consonant digraphs helps the student in reading. Write a list of consonant combinations on the chalkboard.

PHONETIC ANALYSIS: Substitution of Beginning Consonant Sounds

Learning Objectives: To develop word attack skills

DIAGNOSING THE STUDENTS' NEEDS

Basic level

Students are to complete the following type of exercise orally by giving a word which ends like the one in parenthesis but begins with the letter sound before the blank.

- The h____ is long. (ball)
- We had f___ at the dance. (run)
- Baseball is a g____. (same)

Primary level

- The dress had a ripped sh____ (boulder).
- The wh____ was bent. (feel)
- He drove a st___ into the ground. (rake)

Ask students to pronounce nonsense words such as:

dit pame prail strope

TEACHING TECHNIQUES

At the basic level teach substitution of initial consonants, and at the primary level teach students substitution of initial blends of two or more consonant sounds (scr, str).

Show the students how word-attack skills of rhyming and substituting initial consonants complement each other. In attacking an unknown word such as *scrap*, the student knowing the triple blend *scr* will attempt to think of other words he knows ending in *ap;* whereas, the student familiar with *ap* will attempt to think of other words beginning with *scr*.

Teach rhyming endings and substitution of initial consonants. Provide practice through the use of the following type of worksheets:

Samples:

W all
ay
ell

B all
ay
ell

Illustrate how knowing one rhyming ending plus all the consonants can make possible the unlocking of a number of words.

Sample:

fan
t
m
r
p
c

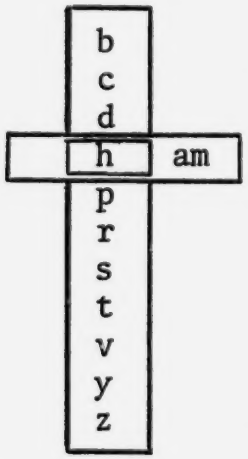
TEACHING TECHNIQUES

Have students complete worksheets similar to the following:

	an	am	ip	ig	ad
t	tan		tip		tad
b				big	bad
p					
c					
s					
i					
d					
r					

Use flash cards containing common letter sound patterns (at, in, us). For an extensive listing of these consult the *S.R.A. Basic Reading Series* or *Learning Activities for Reading* by Selma Herr. Wm. C. Brown Publishing Co., page 84.

Prepare *Applied Phonics Strips* to make repetition of long lists of words unnecessary. Students will realize that they can pronounce new words by substituting consonants and consonant blends.



Two slits should be made beside the letter sound pattern so that the consonant strip will slide through. The students pull the strip through the opening so that the combination of consonant and pattern can be seen. Assign students to work in pairs with first one and then the other operating the strip. Provide an answer key with the minimum number of common words that can be formed. When students recognize any word with a known meaning, they enter it in their notebooks under the proper letter sound pattern.

TEACHING TECHNIQUES

Sample:

	at	*am*	*ad*	*ap*
1.	cat	ham	lad	cap
2.	hat	ram	sad	tap

Provide envelopes containing initial consonants and word families. Each envelope should contain several consonants and sets of letter sound patterns. Ask students to assemble the cards to form known words. Ask students to write rhyming lines by using the words they have made in the first activity.

PHONETIC ANALYSIS: Vowel Sounds (Sounds of a,e,i,o,u)

Learning Objective: To note differences in vowel sounds and the influence of final e

DIAGNOSING THE STUDENTS' NEEDS

Give each student five vowel cards (a,e,i,o,u). Have the student hold up the letter which represents the short vowel sound in each of the following words.

hit
cup
get
fan
mop

Responses will indicate any individual weaknesses.

Sample Test:

Present the following words. Ask students to hold up a red card for a short vowel sound; a blue card for a long vowel sound.

cut	cute
can	cane
pet	Pete
mat	mate
cod	code
sit	site

Responses will indicate any individual weaknesses.

TEACHING TECHNIQUES

Write a set of two one-syllable words on the chalkboard (e.g.; *hat - hate*). Ask students to identify long and short sounds of *a*. Ask the number of vowel sounds heard in hate. Ask: "Which vowel is silent? What happens to the first vowel when the final *e* is silent and is preceded by a single consonant?" Develop the generalization that a word with one vowel followed by a consonant only, generally has a short vowel sound, and that when a silent *e* is added to such a word the first vowel is usually long.

Sample exercises:

Present the words *at, not, din, fat,* and *pan*. Ask for the sound of the vowel in each. Ask students to form another word in each instance by adding *e* to the end of the word. Ask for vowel sounds in the new words.

Present a list of words, omitting the long vowels. Ask students to add the long vowel and to pronounce the word. Then ask students to use the words in oral sentences. Several combinations will be possible for some words.

m _ te	pl _ te
r _ be	w _ ke
v _ ne	r _ de

Present another group of known one-syllable words. Using the color cards, check for understanding of long and short vowel sounds as well as for the general effect of final *e* on vowel sounds. Reteach if necessary.

Ask the students to complete the sentences below by using one of the words in the parentheses.

Samples:

- He_____the job. (quit, quite)
  He is not_____finished. (quit, quite)

TEACHING TECHNIQUES

- She is_____here. (not, note)
  She wrote a____to me. (not, note)
- She has a_____. (pin, pine)
  That is a_____tree. (pin, pine)

Prepare a worksheet to test knowledge of words that illustrate long and short vowel sounds. Ask students to mark L for a long sound; S for a short one.

Sample:

L	she	S	flock	S	ask
S	pill	S	cab	L	fry
S	lung	S	brisk	L	try
S	ink	S	plod	L	so

Use the tape recorder so that students who have difficulty hearing the sounds may listen to the words taped by the teacher as they look at the words on a list before them. Then have them tape the words themselves.

PHONETIC ANALYSIS: Effect of R, L, and W on Vowel Sounds

Learning Objectives: To note the effect of r on vowel sounds

DIAGNOSING THE STUDENTS' NEEDS

Present the following words orally to determine whether students can hear the differences in long and short vowel sounds. Students respond with color cards by using blue to indicate a long sound, red to indicate a short sound.

e heat (L)	*i* thin (S)
i spin (S)	*a* pane (L)
u cut (S)	*e* we (L)
o note (L)	*a* hat (S)

Ask the students for the pronounciation of the following syllables:

ser	tur
gar	kir
por	

Note students who experience difficulty in pronouncing these words.

TEACHING TECHNIQUES

Explain that in some cases vowels are neither long nor short. Illustrate that the pronunciation of certain vowels is influenced by being combined with the consonants *r*, *l*, and *w*.

Write the words *not* and *nor* on the chalkboard. Pronounce both words. Ask students to listen for the difference in the sound of *o*. Follow with:

pot	port	hash	harsh	sit
sir	self	serve	bun	burn

Develop the generalization that the letter *r* changes most short vowel sounds into a new sound that is neither long nor short. Using a worksheet, or prepared pages from workbooks, present other words from class materials that illustrate this generalization.

Ask students to find words on their personal vocabulary lists that illustrate this generalization among the words.

Ask students to work in pairs to find similar words in catalogs and magazines. They should add these to their notebook lists.

Selected workbook pages may be used that are prepared to give practice with the *r* controlled vowel.

For individual study, the tape recorder may be used to advantage to aid in hearing the sounds. Allow students to tape their pronunciation of the words and to listen to both their version and the teacher's for comparison.

Using the overhead projector or the chalkboard show key word groupings. Ask students to underline a word in each grouping that has the same sound as the key word.

TEACHING TECHNIQUES

Sample:

• *a* as in *ate:*	fad	sale	fat
• *a* as in *far:*	can	car	date

Ask students to make a list in their notebooks of the words that illustrate the effect of *r* on vowels.

PHONETIC ANALYSIS: Vowel Generalizations (Understanding About Vowel Sounds)

Learning Objective: To recognize unknown words by using vowel sounds

DIAGNOSING THE STUDENTS' NEEDS

Explain the following basic diacritical markings:

- short vowels: hăt
- long vowels: māke
- silent letters: knīfe
- dipthongs: boil

Distribute worksheets containing the following and ask students to add the proper diacritical marks.

fine	receive
fin	pneumonia
road	oil
fault	cycle
	few

TEACHING TECHNIQUES

Explain that there are some general rules governing vowel sounds. Emphasize, however, that each rule has its exceptions and that this is only one of many word-attack skills. Caution students to use context as their final check in pronouncing (decoding) words.

Sample:
If a student applies the final *e* rule to the following sentence, it fails to make sense. I will *come* with you.

Explain and illustrate the following generalizations:
- When a word ends in *e*, the *e* is usually silent and the vowel before it is usually long.
- The combinations of *au* and *aw* nearly always have the sound that is heard at the beginning of August.
- The combination *ei* following *c* is generally sounded as long *e* (receive).
- The combination *ie* is generally sounded as long *i*.
- Combination *ei* without *c* is generally sounded as long *a* (reign).
- The combination of *eu* or *ew* is generally pronounced as *oo* (new).
- The combination of *oi* or *oy* is generally pronounced like the final sound of *boy*.
- The combination *ou* or *ow* is generally pronounced like the first sound heard in *owl*.

In each case the instructor should also illustrate exceptions. Students may be asked to supply further examples of these rules.

Ask students to apply these generalizations in the pronunciation of nonsense words.

TEACHING TECHNIQUES

Samples:

rike	caud	mien	roid	pait
snaw	teun	prout	doat	seils
shew	beal	neight	poy	bein

Directions: In the space provided at the right of the word in column B, place the letter which refers to the word clue in column A.

A	B
a. Final-E	snake a
b. Double vowel	fraud c
c. AU-AW	deceit d
d. CEI	beige e
e. EI	convoy h
f. IE	yawl c
g. EU-EW	shriek f
h. OI-OY	Pete a
i. OU-OW	steal b
	growl i

PHONETIC ANALYSIS: Syllabication

Learning Objective: To develop ability to break unknown words into smaller units

DIAGNOSING THE STUDENTS' NEEDS

Sample pretest:

Directions: Show, with a slanted line (/) the syllable divisions in the following words. Notice, the first one has been done for you.

for/get	solo
pickle	graded
walked	fancy
boiling	incorporate

TEACHING TECHNIQUES

Illustrate how syllabication can be a useful word-attack skill and the use of syllabication in hyphenating.

The beginning work with syllables should be ear-training. It is important that pupils become aware of the syllables in words through hearing and saying words of more than one syllable. Students listen to the syllables of familiar words pronounced by the teacher, (i.e. baby, yellow, paper, sing, tree, farmer, window). The teacher may tap softly as he pronounces words to emphasize the syllables.

Write a list of one-syllable words on the board and pronounce them (i.e. cup, sit, run, play). Students should note the number of vowel sounds they hear in each word.

Proceed with two-syllable words. As the student again listens for the number of vowel sounds, he should think of the generalization that each syllable has one vowel sound.

Develop the following generalizations through many illustrations.

- When there is one consonant between two vowels, syllable division is usually before the consonant.
  li/lac
- Words that end in *le* preceded by a consonant are divided before this preceding consonant.
  tur/tle
- When *ed* is added to a word that ends in a *t* or *d* sound, the *ed* is a separate syllable.
  test/ed
- When *ed* is added to a word that does not end in a *t* or *d* sound, the *ed* is not a separate syllable.
  walked

TEACHING TECHNIQUES

- Certain letter combinations cannot be divided:

oi	gh	gu	ou	sh
ch	au	wh	ow	aw

- Generally, the division of a word into syllables is not changed by the addition of a prefix or suffix.

paint/ing farm/er un/hap/py

STRUCTURAL ANALYSIS: Root Words

Learning Objectives: To teach recognition of root words which do not change their spelling when endings are added

DIAGNOSING THE STUDENTS' NEEDS

Present rows of words. Ask students to find in each row the root or base word from which the others were formed.

Samples:

walk	walked	walks
dress	dressed	dresses
large	largest	larger

TEACHING TECHNIQUES

Show how recognizing words is made easier by being familiar with root words.

Samples:
- unlock
- inclose
- adjoin

Prepare a series of sentences on a chart on the chalkboard. Ask students to supply the missing word by giving the root word in parenthesis its proper ending.

Samples:
- I am _____ to work. (go)
- He has two _____. (suit)
- Yesterday I _____ to you. (talk)

Ask students to encircle the root words on a list similar to the following:

houses	works	smaller
walking	tallest	quickly
cups	runs	smiles

Prepare sentences using words made up of roots and endings. Ask students to locate these words, to underline the root word, and to encircle the ending.

- The car is missing.
- My fish is largest.
- Six dollars will buy two tickets.

Select a paragraph from class reading material that contains a number of words made up of common roots and endings. Reproduce it on a worksheet and ask the students to encircle all the root words.

TEACHING TECHNIQUES

Suggest that students work in pairs using the dictionary. As one student finds and says a word, the other gives the root form. Both students write the word in their notebooks. They then change places and repeat the process.

Ask students to select a root word and to use it with at least three endings in three different sentences.

Samples:

Root word: *work*

- I *work* hard.
- I *worked* for a long time.
- My brother *works* too.
- I am *working* at home.

Students should time one another as they search for five additional root words in a newspaper article or in other printed material.

Learning Objective: To note changes in meaning when prefixes are added to a word

DIAGNOSING THE STUDENTS' NEEDS

Using known vocabulary, prepare a worksheet and ask students to choose the correct word to fill each blank. Be sure students can read both the sentences and the words.

Samples:

- The child was cold and _____.
  happy unhappy
- Say "please" and "thank you" if you want to be _____.
  polite impolite
- Stealing is _____.
  honest dishonest

Note results.

TEACHING TECHNIQUES

Point out to the students that prefixes (like *re* and *un*) can drastically alter the meaning of a sentence. To stress the importance of understanding prefixes, ask the students if it would make a great deal of difference if:

- As a sailor, you received a message saying, "Make sure the ship is *untied*." But you read it as, "Make sure the ship is *tied*."
- As a father, you thought your son's Christmas list said *tricycle* when it really said *bicycle*.
- Your employer asked you to *rewind* the wire and you thought that he said to *unwind* the wire.

Show two pictures of babies. One baby should be smiling, and one should be crying. Determine that the first baby is *happy*; the second *unhappy*. Write both words on the chalkboard. Show the difference in meaning when *un-* is added to the word *happy*.

Present other pairs of words: *able - unable; pleasant - unpleasant; steady - unsteady*, etc. Ask students to use these words in sentences. Determine the effect of *un-* on each word.

Prepare additional sentences using prefixes in the manner that the sentences in the diagnosis were written. Reteach if necessary.

Ask students to find words in their various vocabulary lists to which prefixes might be added. Most workbooks devote one or more pages to this skill. Use those portions which illustrate the use of prefixes.

Note: The same techniques may be used with noun and adverb suffixes.

Learning Objective: To recognize common contractions

DIAGNOSING THE STUDENTS' NEEDS

Note: A contraction is a combination of two words into one by omitting letter sounds.

Distribute this worksheet.

Directions: Match the contractions in the left column with their meanings in the right column. The first one has been done for you.

1. don't	he will __
2. she'll	do not 1
3. they're	she will __
4. isn't	they will __
5. can't	you will __
6. I'd	I would __
7. he'll	does not __
8. you'll	they are __
9. doesn't	can not __
10. they'll	is not __

Note students having difficulty with this exercise.

TEACHING TECHNIQUES

Explain how contractions are used in writing to conform to the spoken language and are therefore found more often in informal writing than in formal writing.

Illustrate the construction of several typical contractions.

Samples:
is + not = isn't
Note: The *n* is connected to the *s* and the *o* is replaced with an apostrophe.
she + will = she'll
Note: The apostrophe takes the place of the *wi*.
I + would = I'd
Note: The apostrophe takes the place of *woul*.

Dictate pairs of words, (example: *is* and *not*) and request that students write the proper contractions for these words on their papers. Then dictate contractions and ask students to write the two words which make up the contraction.

Request that the students write their own sentences using contractions. Incorrect use of *don't* may be corrected at this time.

Sample:
He *don't* go to the movies.
Ask the student to make two words out of don't.
(He *do not* go to the movies.)

The student usually recognizes that *does not* and therefore *doesn't* is correct in this sentence.

Learning Objective: To recognize compound words

DIAGNOSING THE STUDENTS' NEEDS

Note: Compounds are words made by combining two words into one word.

Ask students to name the two small words they hear in each of these large words.

snowman	raindrop	battlefield
sunshine	overhead	evergreen
necktie	shoelace	bluebird
watchband		

TEACHING TECHNIQUES

Encourage students not to fear attacking long unknown words as these may be made up of two known short words.

Samples: income playtime pigpen

Divide compound words into two basic words.

Ask students to build compound words by matching words written on the chalkboard.

Samples:		
	cross	pass
	by	fork
	pitch	cut
	table	light
	day	spoon

Distribute worksheets containing short paragraphs using a number of compounds. Ask students to underline and to divide all compounds.

Samples:

Anyone who undertakes to plant a cornfield should build a scarecrow. A crow, you know, will stuff himself with seeds anytime he can. If you want to keep the crows outside of your field you can also use a shotgun.

Students could construct lists of compounds in the following manner:

- fire man, truck, place, side, fly
- snow man, ball, storm, flake, bank, fall

Learning Objective: To separate statements of fact from statements of opinion

DIAGNOSING THE STUDENTS' NEEDS

Discuss with students whether the statements below are facts or opinions.

1. This is the best school in town.
2. Women are poor drivers.
3. Apples are grown in New York State.
4. There is a direct flight from Albany to New York City.
5. Air travel is dangerous.

Note the number of students who accept *opinion* (1,2,5) as *fact*.

TEACHING TECHNIQUES

Present some advertisements which claim to do the impossible. Discuss with students the necessity of being cautious about believing everything they read.

Present two statements like those below:

- _____ is the most beautiful city in the world.
- The capital of the United States is Washington, D.C.

Show the difference between somebody's idea or feeling about an idea and a statement that can be proved. Classify each sentence as to whether it is opinion or fact.

Present a jumbled series of statements of fact and of opinion. Give students "fact-opinion" response cards to indicate their answers. Determine the need for additional instruction.

Present groups of sentences to students; ask them to decide which statements are fact and which are opinion. They are to enter the sentences in correct columns on their worksheets.

Sample:

- Space travel is possible.
- There are men on Mars.
- Man will soon live on the moon.

Fact	Opinion
1.	1.
2.	2.
3.	3.

LISTENING, SPEAKING, AND COMPREHENSION: Retelling a Story

Learning Objective: To develop the ability to grasp and recall a sequence of events

Note: This reading readiness skill will not need development with most adults who already possess the ability to listen and to give an oral recall of events. The suggestions presented here are intended to accommodate those who evidence weakness in this area.

DIAGNOSING THE STUDENTS' NEEDS

Read a short selection (3 or 4 paragraphs) containing a simple plot. Test for recall of the sequence of events.

TEACHING TECHNIQUES

Using a series of pictures that tell a story. Illustrate the important role sequence plays in communication.

Distribute envelopes containing comic strip cartoons which have been cut into individual frames. Ask students to reassemble the pictures in proper sequence.

Read simple directions from the labels of prepared foods (such as frozen foods). Alert students to note particularly those words which signify sequence.

Samples:

first	in the beginning	second	last	third
again	next	then	after	until

Read several of *Aesop's Fables* to the class and ask the students to number the events in correct order.

Samples:

- The boy cried, "Wolf."
- The people failed to come.
- The boy was told not to cry "Wolf" unless there was danger.
- There was real danger when the wolf appeared.
- There was no real wolf.
- The people came to rescue him.

Encourage students to share humorous stories which require the recall of events in a proper sequence.

TEACHING TECHNIQUES

Sample:

My husband and I were eager to have a baby and were disappointed when we found that the only way I could become pregnant was to receive a series of shots for 3 months. After our first baby was born, we decided to have a second, and again, I had to have the series of shots. The third pregnancy was a happy surprise especially since I found that I had become pregnant without treatment. My husband roared with laughter when, in my excitement, I informed my friends, "I'm pregnant. And this time I did it by myself."

Chart steps in sequential tasks, such as:

- Frying an egg
- Parking a car
- Making a dress
- Changing a tire

LISTENING, SPEAKING AND COMPREHENDING: Phrasing

Learning Objectives: To learn that phrases are units of meaning

DIAGNOSING THE STUDENTS' NEEDS

Present a series of questions and a series of phrases that answer the question. Ask students to check the proper responses.

Sample:

- Where would you go to buy some bread?
  _____ to the store
  _____ to the street
  _____ to the school
  _____ to the farm

- Which of these are places where families often live?
  _____ in an apartment
  _____ in an attic
  _____ in a farmhouse
  _____ in a cellar
  _____ in a cottage
  _____ in a factory

(Adapted from Albert Harris, *Effective Teaching of Reading*, 1962. pp. 234-235.)

TEACHING TECHNIQUES

Prepare the following three-line story on flash cards, one word per card. Show cards in story sequence by exposing one at a time. Ask for students' comments on the awkardness of word-by-word reading.

Sample:
My/car/would/not/start./ It/was/out/of/gas./ I/had/ to/buy/some./

Prepare the following three-line story on flash cards, one phrase per card. Show cards in story sequence by exposing one card at a time. Have students compare this method of reading with the word-by-word method.

Sample:
The bus / has stopped. / I will / be late / for work. / I think / I'll walk / and not ride. /

Mount several sentences from class reading materials on strips of oak tag and cut into short phrases. Ask students to reassemble the sentences on the chalk ledge.

Make complete sentences by connecting with lines the phrases in column A to the phrases in column B.

A	B
The car	break easily.
Let us go	is new.
Dishes and plates	to work.

Print on small cards phrases taken from a page of the class reading materials. Ask students to match the phrases on the cards with the sentences on a given page of their readers.

TEACHING TECHNIQUES

Prepare phrases on individual cards and give several to each student. Write questions on the chalkboard that can be answered by these phrases. Allow students who think they have the correct responses to read the question and the phrase card that answers it.

Ask students to choose several sentences from a given page of their instructional materials and divide them into phrases.

Sample:

The book is / under the table. The girl ran / down the street. Please give me / a drink of water.

LISTENING, SPEAKING, AND COMPREHENDING: Main Ideas

Learning Objective: To determine the main idea of a story and the supporting facts

DIAGNOSING THE STUDENTS' NEEDS

Prepare several simple paragraphs on charts and several possible titles for each paragraph on strips of oak tag. Ask students to respond to each title with their "yes-no" response cards.

Sample:

It was a delicious cake. It made the whole kitchen smell good. The icing was soft and seemed to melt in the mouth.

A Good Cake
Cake Smells Good
Icing Tastes Good

TEACHING TECHNIQUES

Discuss the reasons for wanting to find the main idea of a selection e.g., understanding and remembering information. Point out that this is an important study skill.

Present a series of pictures which show a family preparing to go to the beach for a picnic. Ask for a title for the group of pictures. Accept any title that covers all the pictures, (i.e. "Family Outing" or "Family Picnic.") Point out that each individual picture helps the reader to understand the general idea of the series.

Prepare a worksheet with several three-to-four sentence paragraphs written in simple vocabulary. Ask for the sentence which expresses the main idea. Then ask the students to show proof by finding more about the main idea in the other sentences. Be sure to discuss these paragraphs sentence by sentence.

After reading the following selection, students should be able to determine which of the three titles is most appropriate. They should also be able to tell why they selected this title.

Do you know that many farmers buy ladybugs for their gardens? Ladybugs never eat plants. They eat other bugs that do eat plants.

Ladybugs Don't Eat Plants
Ladybugs Are Cute
Ladybugs Help Farmers

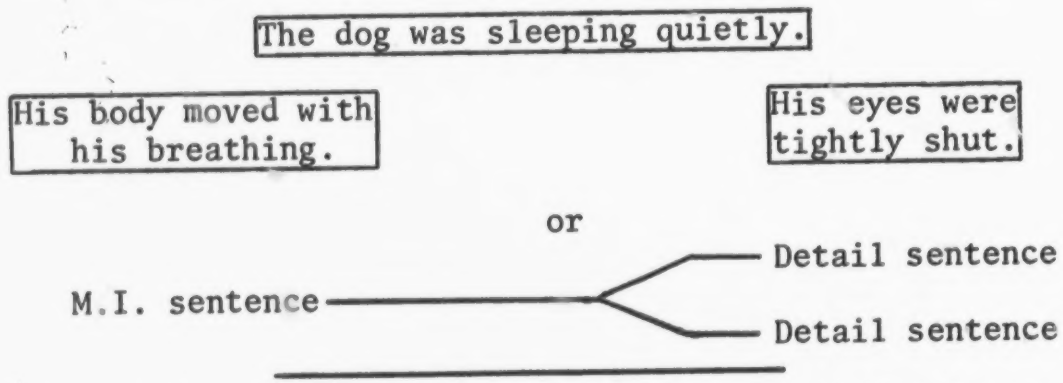
Prepare or select several paragraphs with clear main idea sentences. Ask students to select titles or main idea sentences for each paragraph. Note individual performance.

TEACHING TECHNIQUES

Prepare a paragraph similar to the following one. Ask students to write the main idea sentence in the top frame; the detail sentences in the others.

> The dog was sleeping quietly. His body moved with his breathing. His eyes were tightly shut.

NOTE: Be certain students understand *his* in the last two sentences.



Have students make captions for pictures and brief newspaper articles.

Use workbook pages intended to help students develop this skill.

LISTENING, SPEAKING, AND COMPREHENDING: Main Ideas and Supporting Details

Learning Objective: To determine main ideas and supporting details and to represent these graphically

DIAGNOSING THE STUDENTS' NEEDS

Place the following form on the chalkboard.

I.
  A.
  B.
  C.
  D.
II.
  A.
  B.
  C.
    1.
    2.

Ask students to use this form to outline the following story which should be distributed on worksheets.

A carpenter has to know how to perform many tasks. He should be able to frame a house or make forms for cement. He must also be able to hang doors and build cabinets.

The carpenter needs many different tools. He uses hammers of different sizes and a variety of screwdrivers. For cutting boards across the grain, he needs a cross-cut saw and for cutting with the grain, a rip-saw.

TEACHING TECHNIQUES

Explain how outlining is a useful study technique in preparing for naturalization, high school equivalency, and a job promotion examination.

Be sure that students are able to select the main idea and the supporting details of a reading selection. If necessary, reteach according to suggested techniques for comprehension of *Teaching Adult Basic Reading* on pages 35-40.

Explain that outlining is simply a way of expressing the main ideas and supporting details of a subject graphically.

Explain and chart the form for outlining

I.
  A.
I.
  A.
  B.
    1.
    2.
    3.
      a.
      b.
    4.
    5.
II.
    A.
    B.

Explain that the headings and subheadings do not have to be complete sentences but may be words and phrases.

Provide students with stories to outline. They should use the form suggested. Compare answers as there might be some disagreement as to what constitutes a supporting detail. Stress the fact that all outlines do not have to be the same.

TEACHING TECHNIQUES

Distribute a short reading selection for students to outline. (For this assignment the instructor should supply no suggested form.) Then collect the reading selections and ask the students to rewrite the selection in their own words by using their outline as a guide.

Ask each student to choose a topic and outline it as if he were going to use it to give a talk.

Samples:
- The parts of an automobile engine.
- How to buy a pair of shoes for your child.
- How to make your favorite food.

Some students may need further practice in selecting main ideas and supporting details, or just in classifying these items. The latter may be provided by the exercise which follows:

Sample:

Fill in the following outline from the words listed below:

I. Plants
   - A.
   - B.
   - C.

II. People
   - A.
   - B.
   - C.

III. Animals
   - A.
   - B.
   - C.

grandmother	uncle	monkey
tulip	rose	goat
horse	brother	carrot

STUDYING: Following Directions

Learning Objective: To learn how to follow simple printed directions

DIAGNOSING THE STUDENTS' NEEDS

Ask students to follow simple directions for the heading of a prepared worksheet. Include such items as those in the following sample:

(Name) _____ (Date) _____

(Subject) _____ (School) _____

- Underline the correct answer.
  I am a (boy, girl, man, woman).

- Draw a circle around the correct answer.
  I live in (Nassau, New York, London).

- Mark the correct answer with an X.
  Telephones (ring, walk, run, fly).

Note students' ability to follow these directions.

Administer the following single sentence direction test: List the names and addresses of three people for whom you have worked.

You are asked to list:
a. Names
b. Addresses
c. Names and addresses

How many names and addresses are you asked to list?
a. 2
b. 3
c. 4

TEACHING TECHNIQUES

Students should be encouraged to talk about these and other examples of printed directions which they encounter.

- Job application forms
- Recipes
- Antidote from labels on common household poisons
- Tax forms
- Car owner manuals
- Assembly directions for household furniture
- Sewing patterns

Prepare items on the chalkboard or on a chart that require students to follow precise written directions such as those suggested in the diagnosis. Use known words and simple questions.

Choose a word and instruct students to make as many other words as they can from this key word by changing one letter at a time. Place a time limit on this activity.

Prepare a simple job application form. Help students learn to complete it properly. Teach any words that are unfamiliar.

Discuss these steps on following directions:

- Read the entire selection through once.
- Note materials or information needed.
- Assemble items needed.
- Read directions one step at a time and follow instructions.
- Check examples, diagrams, or illustrations.

TEACHING TECHNIQUES

Teach vocabulary commonly associated with directions: print, none, not applicable, legal, insert, omit, adjust, assemble, fold, bend, complete, refer, and note.

Give simple directions for practice similar to those on the opposite page. Notice general results in other classroom activities and evaluate the need for additional instruction.

Ask students to follow simple directions in origami paper folding. (See Florence Sakade, *Origami Japanese Paper Folding*. Rutland, Vermont, James Tuttle Company, 1961)

Have students write their own simple directions for:

- changing a tire
- frying an egg
- putting on a baby's diaper
- applying cosmetics

Let students exchange directions for comment.

Select workbook pages that require students to use specific symbols to mark responses, such as directions that require 0 to be marked for words that are opposite in meanings; S for those that have almost the same meaning.

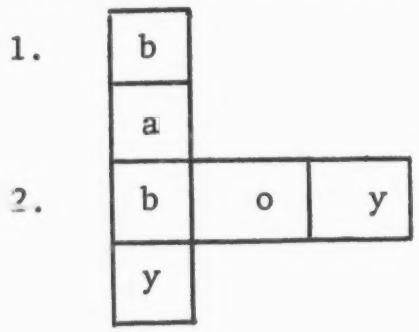
TEACHING TECHNIQUES

Use simple prepared puzzles.

Sample:

Decide which words complete each of a set of sentences correctly. Then write that word in the puzzle by the number that is the same as the number of the sentence in which it was used.

1. (Down) A word which means infant is _____
2. (Across) A male child is called a _____



STUDYING: Alphabetizing

Learning Objective: To put things in alphabetic order and use alphabetic references, such as phone books, dictionaries, shopping catalogues

DIAGNOSING THE STUDENTS' NEEDS

Basic level

Ask students to complete worksheets on alphabetizing.

Sample:

- Which letter comes after C?
- Which letter comes after X?
- Which letter comes before P?
- Which letter comes before S?

TEACHING TECHNIQUES

Basic level

Bring in examples of some of the following materials:

- Telephone books
- A class list
- Indexes to car manuals
- Indexes to cookbooks
- A dictionary
- A road atlas
- A set of encyclopedias
- Catalogs from mail order firms

Explain the advantage of knowing how to make efficient use of this material.

Place letter cards (A, B, C, D, E, etc.) or word cards (apple, boy, cat, dog, end) at random on the chalk tray and ask students to rearrange them in alphabetical order.

Be sure that students can name the letters and make visual discriminations between them. See techniques listed under Visual Discrimination and Letter Names on pages 2 through 5 and 46.

Teach the alphabetical sequence of letters by breaking them into the following groups:

- A B C D E
- F G H I J
- K L M N O
- P Q R S T
- U V W X Y Z

DIAGNOSING THE STUDENTS' NEEDS

Primary level

Rewrite the three lists below in proper alphabetical order.

pine	axe	wink
pack	about	water
pill	action	wash
pond	art	washing
penny	answer	walk
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Note results.

TEACHING TECHNIQUES

Demonstrate how opening to the middle of a dictionary usually reveals the words beginning with the letter *o*. Ask students if they would turn toward the front or the rear of the dictionary to locate words beginning with *p*, *c*, *s*, *g*, *z*, etc.

Distribute a worksheet which assigns tasks requiring the use of the phone book, dictionary, or mail order catalogs, and observe the manner in which students use these references.

Sample:
- What is the phone number of Mary Tooser, Pinktown, N. Y.?
- Does our dictionary contain a picture of a gyroscope?
- What is the shipping weight of a hot water heater, model 6A?

Primary level

Primary level

Students in the primary level should be taught how to use the second and third letters of words beginning with the same letter.

Students in the primary level should be aware of various spellings of the same sound (*f* and *ph*, *g* and *j*, *c* and *k*) which commonly begin words. Included in this practice of considering alternative spellings are the variations in such listings as *Mc* and *Mac*, *St.*, *Ste.* and *O'*

Students in primary level should also be taught the organization of information in various commonly used reference works.

Sample:
The phone book lists large cities by themselves. Smaller cities, towns, or villages are listed separately and alphabetically. Finally, each individual entry is listed alphabetically within its city, village, or town. The instructor should be discreet in drawing the student's attention to the fact that people are listed by their last names first.

STUDYING: Use of the Dictionary

Learning Objective: To make full use of the dictionary

DIAGNOSING THE STUDENTS' NEEDS

Basic level

Present a short list of known words. Ask students to alphabetize them by use of the first letter. Note results since this skill is a prerequisite to learning the use of the dictionary.

Provide students with simple beginning dictionaries, and assign a word similar to *man* for them to locate. Note whether they open the dictionaries to approximately the middle as they begin. Proceed with *come* and *water*. Note whether they open dictionaries to the beginning or the end to locate these words.

TEACHING TECHNIQUES

Basic level

Show how a dictionary may lead to increased understanding of printed matter and may also lead to more accurate and impressive writing.

Be sure that students are familiar with techniques of alphabetizing as shown on page 46. Reteach if necessary.

- Show students that they can find words more quickly if they develop the habit of opening the dictionary in the general area (beginning, middle, or end) where the word must be located. Ask them to practice opening the dictionary to various letters.
- As students open dictionaries to specific pages, explain the purpose and use of guide words. Illustrate with several examples.

Give students a short list of simple words. Ask that they show the location of the words by writing the guide words from the page of the entry.

Sample:

Find the guide words on the pages where these words are located: employ, boil.

- employ (encamp-enchantment)
- boil (bobwhite-bold)

Ask students to select from instructional materials or from the newspapers several words that they would like to be able to use. Have them locate these words in the dictionaries and discuss the meanings. From reading materials, select words that will be needed for future reading lessons. Have students locate and discuss word meanings.

DIAGNOSING THE STUDENTS' NEEDS

Primary level

Supply each student with a dictionary. Distribute worksheets containing such items as:

- Which one of the following is misspelled?
  liquify liquefy
- Is a teledu a (n)
  bird flower animal?
- How many syllables are in the name Hephaestus?
  2 3 4

TEACHING TECHNIQUES

Explain that guide words at the top and bottom of each page of the dictionary enable one to find words quickly.

Sample: If the guide word on pages 641, 649, and 652 of a dictionary are:

narrow	641	native
newt	649	nickel
Noah	652	nominate

Write the number of the page on which you would expect to find each word below:

1. node_____
2. nasal_____
3. nation_____
4. nomad_____
5. nodule_____
6. nib_____

Play several games in the classroom requiring the use of a dictionary.

Samples:
Scrabble
Anagrams
Cross-word Puzzles

Review skills with which individual students are experiencing difficulty.

Primary level

Explain that the dictionary can be used to determine:
- the meanings of unknown words
- the correct spellings
- the correct pronunciation

STUDYING: Use of the Dictionary (Continued)

DIAGNOSING THE STUDENTS' NEEDS

- Is *herald* both a noun and a verb?
  yes no
- What is the origin of the word *bureau?*
  English Greek French

TEACHING TECHNIQUES

When using such dictionaries as *Webster's Seventh New Collegiate Dictionary*, the instructor should show the students the many kinds of information which may be obtained by using such a book. This will include common spelling rules, punctuation rules, dictionaries of names and places, as well as information about specific words, their meanings, and their use.

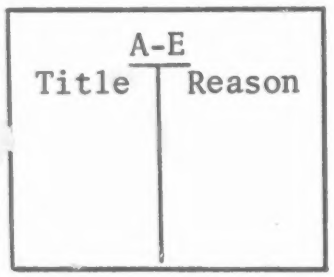
Learning Objective: To develop efficiency in using the card catalog

DIAGNOSING THE STUDENTS' NEEDS

Pass out two sample catalog cards. In an informal discussion determine how well acquainted the students are with the catalog. Do they know:

- The purpose of a card catalog.
- The kind of information the entry card provides.
- How books in a library are located.
- How books are located in the card catalog.

Distribute to each student five worksheets; one each for A-E, F-J, K-O, P-T, and U-Z. See sample below.



Place a list of titles and authors on the chalkboard. Students will write the title and author on the proper sheet. Opposite each entry, they are to state the reason for the placement they have chosen.

Sample:
Boy's Life of Lincoln by Sandburg
This book would be entered on the:
___P-T sheet for author (Sandburg)
___K-O sheet for subject (Lincoln)
___A-E sheet for title (Boy's)

TEACHING TECHNIQUES

Be sure that students are familiar with alphabetization. If necessary teach this skill according to *Alphabetization*, pp. 46 and 47.

Show the student how to locate a book by using its call number.

If students experience difficulty in locating books on a specific subject, encourage them to think of an alternate and more general category which might include their specific subject.

Sample:

If a student cannot find information about Model A under Fords, then he should consider looking under automobiles, antiques, industry, or mass production.

Provide opportunity to practice using sample cards from catalogs to find specific information.

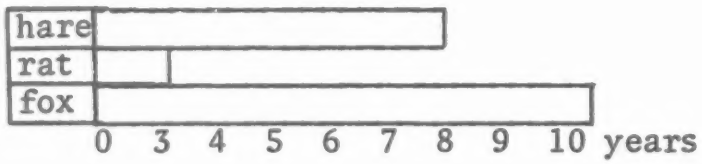
Sample:
- Who wrote *The Day the President Died?*
- Name two books written by Jim Bishop.
- Name a book about foods which has colored illustrations.
- Find four books about automobile repair.

STUDYING: Charts, Graphs, and Tables

Learning Objective: To develop basic proficiency in the interpretation of common charts, graphs, and tables

DIAGNOSING THE STUDENTS' NEEDS

Have the students read the following charts or graphs and answer the question which follows each chart:



According to this graph, which animal lives eight years?

John earns $100 a week. This circle shows how he spends the money he earns. Approximately how much money does John spend on rent?

$25.00 $40.00 $10.00

TEACHING TECHNIQUES

Display charts, graphs, and tables taken from printed matter familiar to the students.

Samples:

- Lathe operator's manual
- Instructions for use of household appliances
- Driver's manual
- 1040 income tax brochure
- Public transportation time tables
- Road maps

Explain that charts, graphs, and tables are short forms of many kinds of information. Show how various charts, graphs, and tables are read. Illustrate how information is located at the point of intersection. Note that bar graphs can be drawn vertically or horizontally.

Be sure students understand that lines on charts, tables, and graphs may represent many different measures of measurement (i.e., one inch equals 1,000 feet, one square equals a million people).

Explain that a pie or circle graph represents a whole (100%) which may be divided into its smaller parts such as 1/2 or 50%, 3/10 or 30%, and 1/4 or 25%.

Observe students' use of practice materials. Retest by using a test consisting of charts and graphs similar to those on these pages.

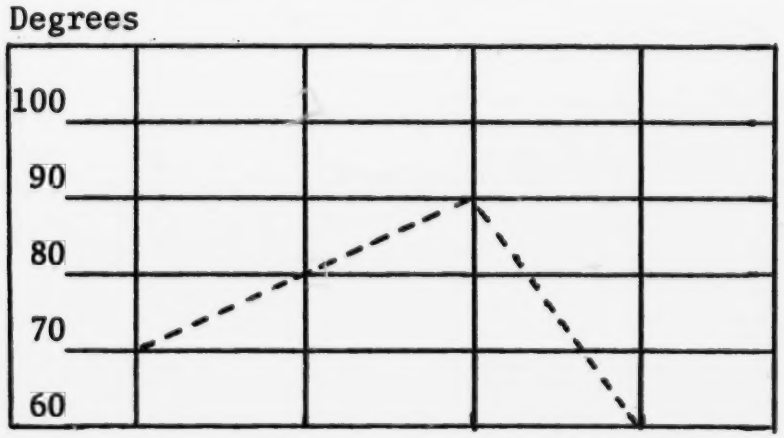
DIAGNOSING THE STUDENTS' NEEDS

Arrival times for buses

	#28	#4	#9	#2
Albany	10:05	2:25	5:25	7:35
Crescent	10:25	2:46	5:51	7:56
Clifton Pk.	10:31	2:53	5:57	8:03
Malta	10:42	3:05	6:08	8:15
Saratoga	10:57	3:20	6:25	8:30
Kings	11:04	3:28	6:32	8:38
Glens Falls	11:30	3:55	6:55	9:05

What time does run #9 arrive in Malta?

Average Temperatures



What was the average temperature in July?

2

TEACHING TECHNIQUES

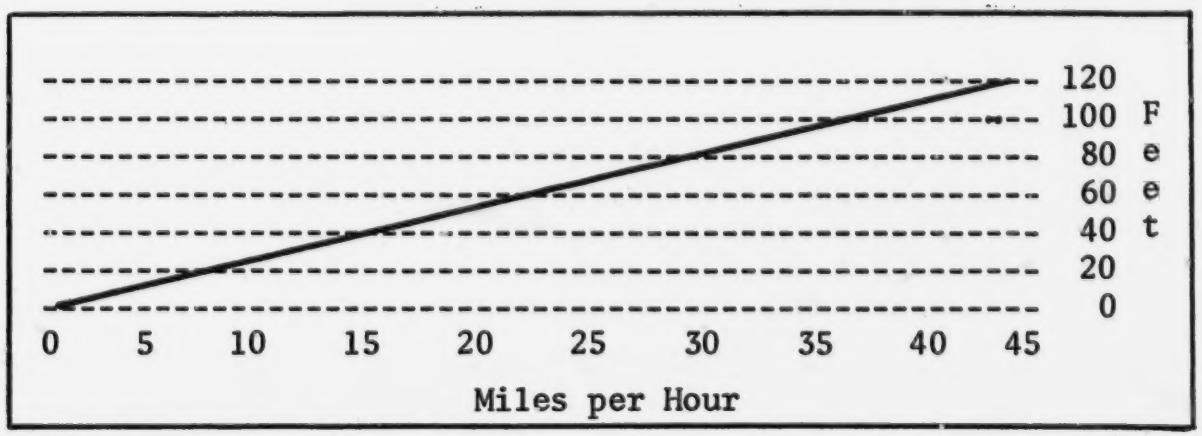
Samples:

Effect of Education on Income

	Years of Education				
	6	9	12	16	Graduate
Publishing	5000	6000	8000	9500	10,300
Transporta.	6000	7000	8200	9900	12,600
Construc.	6500	7500	8700	11,000	13,500
Business	4500	5900	9200	9800	12,000
Publ. Serv.	4400	5000	6200	2700	9,500

What is the expected income of a business man who has completed 12 years of education?

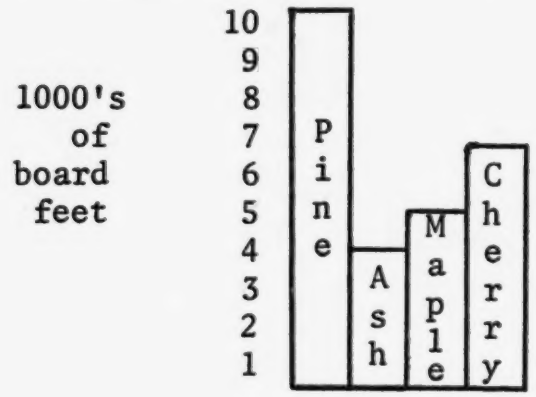
Stopping Distances of Automobiles on Dry Pavement



What is the stopping distance of an automobile traveling 30 m.p.h. on dry pavement?

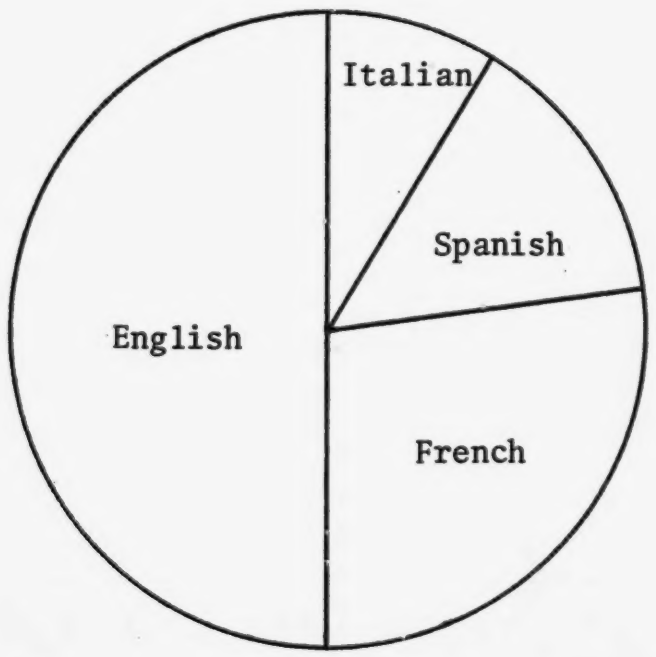
TEACHING TECHNIQUES

Woodland Company's Lumber Production



How many thousand board feet of maple does the Woodland Company produce?

Languages Spoken in Spartaville.



What language is spoken least in Spartaville?

TEACHING TECHNIQUES

Encourage students to plot certain statistical information.

Samples:

- Construct a bar graph of heights of classmates or birthdays (by number of persons born in specific months.)
- Develop a line graph of average temperatures recorded over a 7-day period.
- Draw a pie graph representing the proportion of the student's time spent on work, recreation, sleep, and other activities.

When available distribute the "editorial cartoons" cards found in the *S.R.A. Graph and Picture Study Kit* (GP II). Ask students to answer the questions asked by the cards. Using the key cards, check their answers with them.

STUDYING: Use of the Telephone Directory

Learning Objective: To use the telephone directory efficiently

DIAGNOSING THE STUDENTS' NEEDS

Prepare a simple list of words and require the students to alphabetize them by using the first two letters of each word. Check the results and teach the skill if necessary.

Distribute telephone directories to the students. Ask them to locate the telephone numbers of several people and several business firms. Note the students' efficiency in using the telephone book.

TEACHING TECHNIQUES

Explain that the telephone directory can be used to locate:

- telephone numbers
- addresses
- names of business firms (yellow pages)

Explain the various parts of the local telephone directory, including sections devoted to emergency instructions and advertising (the yellow pages).

Ask students to look through the white pages and to decide how the names are listed. Give them a common surname and ask them to find the telephone number. As problems arise, stress the importance of knowing the first name or initial and the address of the person whose number they wish to locate.

Have students alphabetize their classmates' names as they would appear in the directory.

Ask students to locate the numbers of those who have phones.

Proceed to the classified section. Show students how to locate the listings for a bakery, a dry cleaner, an insurance agency, and TV repair company. Have students locate additional telephone numbers. Ask them to write the page of the directory on which each number is listed.

Using a small booklet, students may make a personal directory of numbers which they call frequently. They should add emergency numbers to their listings. Since proficiency in this skill requires practice, they should check all their personal entries in the directory.

STUDYING: Interpreting Captions

Learning Objective: To develop ability to use captions as a means of gaining greater understanding of news articles, magazine articles, and other illustrated material

DIAGNOSING THE STUDENTS' NEEDS

Distribute copies of a high-interest, low-vocabulary news media such as *News for You* and *Our World* (published by Frank Laubach, Syracuse, New York). Question students on the meaning of the illustrations in an effort to determine whether or not they are using the captions.

TEACHING TECHNIQUES

As a means of demonstrating the importance of reading captions, display several pictures from popular magazines. Without showing the captions, ask students to interpret the illustrations. Then have them compare their version with the actual captions.

Explain that illustrations are used to clarify, to reinforce, and to "connect" the illustration with the article.

Cut captions from several illustrations, and mix illustrations and captions. Ask students to match illustrations and captions.

Discuss the common cartoon representations: Uncle Sam, the donkey, the elephant, the hammer and sickle. Develop an understanding that common drawings of objects used often enough to represent a country, a political party, or a social group become a symbol and carry a loaded meaning to a viewer.

Show how certain kinds of people and/or organizations develop a reputation of all having the same common characteristics.

- All teenagers use pot.
- All Negroes are uneducated.
- All Jews like chicken soup when they are sick.
- All cops are Irishmen.

Point out that this kind of classification of people or groups is false and that using such generalized ideas is an indication of prejudice. Encourage an open-minded attitude, and invite them to question the truth of such statements whether they are written, spoken, or presented as pictures or cartoons.

TEACHING TECHNIQUES

Supply students with an article and its accompanying illustration. Omit its caption and ask students to supply a caption for it based on the content of the article.

Distribute copies of an article, and ask students to describe illustrations which might be added. Ask students to supply captions for their suggested illustrations.

Match headlines from newspapers with articles which have been distributed to class members.

STUDYING: Test Taking Skills

Learning Objective: To condition students for taking written tests

DIAGNOSING THE STUDENTS' NEEDS

Distribute a test which contains a few items that are far too difficult for the students to answer and which are located near the beginning of the test. Tell the students how much time will be allowed for the test. Actually, the time will only be sufficient for them to read about 4/5 of the questions.

Collect answer sheets and note which students spent an inordinate amount of time on the difficult items rather than going to the items they knew.

Distribute multiple-choice test items which could easily be answered by a process of elimination.

Sample:

An atom is made up of neutrons and _____ (violets, popcorn, protons).

Collect answer sheets and note which students used a process of elimination to derive the correct answer.

Administer a short test which requires the student to transfer his answers to an answer sheet.

TEACHING TECHNIQUES

Explain to the students that there are many instances (applying for a job promotion or a driver's license) which require satisfactory performance on a written test and that these tests are made up of such items as:

- Multiple-choice questions
- Fill-in questions
- Matching questions
- Numerical problems

Add that they may achieve optimum performance only when they are conditioned to taking tests.

Repeat the diagnostic procedure by using different questions with the same general types of items.

Explain that students taking timed tests should pace themselves and not spend too much time on one item. Give several timed tests as practice.

Explain that students taking multiple-choice tests can often determine correct answers by a process of elimination. Provide students with opportunities to fill in answer sheets of varying formats. Aid students in becoming aware of the questions which they might ask an examiner before taking a test:

Samples:

- Is a special pencil or pen to be used?
- Is it necessary to print?
- Is the test timed?
- How much time is allowed?
- How many parts or sections are in the test?
- Is it necessary to answer all questions?
- Is there a penalty for guessing?
- How are student corrections to be made?

DIAGNOSING THE STUDENTS' NEEDS

Sample:
On question sheet:
Red is a _____
a. color b. flower c. animal
On answer sheet:

a	b	c
✓	O	O

TEACHING TECHNIQUES

Encourage students to listen to the directions carefully, to read each item carefully, and to check their answers carefully, if time permits.

Administer several standardized tests representing a variety of testing procedures.

Samples:
- *Iowa Tests of Basic Skills*
- *New York State Drivers Test*
- *Gates-MacGinitie Reading Test*

Samples:
Civil service test for:
- general office worker
- clerk
- mail clerk

ERIC Clearinghouse
NOV 13 1969
on Adult Education

This booklet is published primarily for use in the schools of New York State, and free copies are available to New York State school personnel when ordered through a school administrator from the Publications Distribution Unit, State Education Building, Albany, New York 12224.

PHONETIC ANALYSIS

Have students complete worksheets similar to the following:

	an	am	ip	ig	ad
t	tan		tip		tad
b				big	bad
p					
c					
s					
i					
d					
r					

Use flash cards containing common letter sound patterns (at, in, us). For an extensive listing of these consult the *S.R.A. Basic Reading Series* or *Learning Activities for Reading* by Selma Herr. Wm. C. Brown Publishing Co. 84.

Prepare *Applied Phon*
long lists of wo
they can

TEACHING TECHNIQUES

LISTENING, SPEAKING, AND COMPREHENDING

ourage students t
s these may be mac

primary level

amples:

income

e compound words int

Ask students to bu
tten on the chalkbo

Explain that the dictionary can be used to determine:
- the meanings of unknown words
- the correct spellings
- the correct pronunciation

Point out that the authors of dictionaries are simi
historical lexicographers, that is, they i
words have been and are used
of arbitrary

BULARY DEVELOPMENT (Co

Assign pairs of
lash cards. Words should
an make identifications quickly.

Pass out an answer sheet similar to the

1. cup
2. big
3. had

dents to underline can in row 1, dig in row

sly-taught words on large flash
es of sentences on a chart or on
reviously taught words missing.

nts and

carefully b
tty b. old c. ea
hould be fixed b

angerous thing b.
g which could make noise
headache, you should
a. a pill

Encourage studen
words as these may

Samples:

Divide compound words into two basic words.

sk students to build compound words by matching
n on the chalkboard.

amples:

playtime

pigpen

STRUCTURAL ANALYSIS

STRUCTIO TECHNIQUES

to Decode Unknown Words)

t context significantly determines the
ny word in a sentence. Ask the student
llowing types of sentences for the
a word which does *not* seem to fit

n my favorite chair and read
in the middle of the drive
d.
ng in a h should

VISUAL DISCRIMINATION (Whole Wor

INSTRUCTIONAL TECHNIQUES

ng the next session to determine
been retained. Students may use
indicate responses to pairs of
h contain words which are
are similar in configua

ke)
similar

TEACHING TECHNIQUES

ot to fear attacking long
up of two known short wo

STUDYING

cap
pig
have

can
dig
has

Underline the correct answer.
I am a (boy, girl, man, woman).
Draw a circle around the correct
live in (Nassau, New York, Londo
the correct answer with an X.
one (ring, walk, run, fly).

che following single sentence
List the names and addresses of
you have worked.
re asked to list:
Names
Addresses
c. Names and addresses
You are asked to list how many
a. 2

ollow si
red worksheet.
following sample

(Subject)

(S

anks
ings.
nts' ability to follow these d